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ABSTRACT

A guide to designing programs in English language arts for limited English proficient (LEP) students is intended for school districts to use in developing their own program manuals based on locally relevant needs. An introductory section gives background for LEP program development, and subsequent sections outline (1) identification procedures for LEP students, (2) criteria for student classification as LEP, (3) characteristics of Category C, D, and E LEP students (the categories referring to specific proficiency levels), (4) program placement of C, D, and E LEP students, (5) skills to be developed, (6) English language development through the basal readers (including the three R's and six steps for English language arts), and (7) English language development through the content areas (including lesson design, sample activities, a worksheet for lesson development, and sample lessons for grade 1 math, secondary level science/math, and science at all levels). It is recommended that teacher training plans be developed after a needs assessment is completed in each district, and records be kept by each district and teacher to assure a coordinated inservice training program. It is also suggested that staff development be divided into five major segments: basic training for new teachers, professional growth for experienced teachers, professional growth for other instructional staff members, informational growth for administrators, and training of master teachers to serve as district teacher trainers. (MSE)

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Meeting the Needs of Limited English Proficient Students

.... and what about the CDE Student?

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PROGRAM DESIGN CONSIDERATIONS FOR THE ENGLISH LANGUAGE DEVELOPMENT

May 1984

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TABLE OF CONTENTS

INTRODUCTION..... 1

IDENTIFICATION PROCEDURES FOR LEP STUDENTS..... 7

CRITERIA FOR CLASSIFICATION AS LEP STUDENTS..... 8

CHARACTERISTICS OF CATEGORY C LEP STUDENTS..... 8

CHARACTERISTICS OF CATEGORY D LEP STUDENTS..... 9

CHARACTERISTICS OF CATEGORY E LEP STUDENTS.....10

PROGRAM PLACEMENT OF C, D, AND E LEP STUDENTS.....10

SKILLS TO BE DEVELOPED.....11

ENGLISH LANGUAGE DEVELOPMENT THROUGH THE BASAL READERS.....13

Three R's.....13

Six Steps for ELD Reading/Language Arts.....14

ENGLISH LANGUAGE DEVELOPMENT THROUGH THE CONTENT AREAS.....15

Six Steps for ELD in the Content Areas.....15

Ten Steps for Designing Content-Based ELD Lessons.....16

Sample Activities for Various Content Areas.....17

Worksheet for Developing Content Area Based ELD Lessons.....18

Sample Lessons.....19

Math - Grade One.....19

Science/Math - Secondary Level.....22

Science - All Levels.....28

CONCLUSION.....32

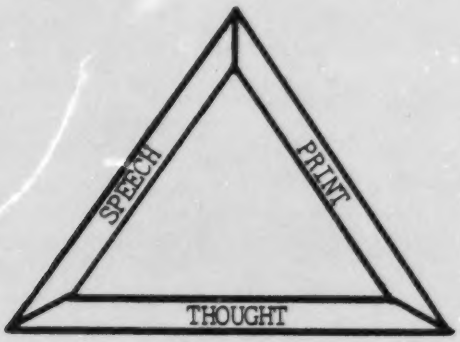
INTRODUCTION

There is no doubt about the need for all students to have the very best language and literacy skills. The Limited English Proficient (LEP) student in this country, or in any other country where English is the majority language, must become fluent and literate in English. Those who write educational objectives for language arts instruction (listening, speaking, reading, writing) must place competence in English at the very top of the list.

The Learning Triangle, as explained by E. Thonis in her book, The English Spanish Connection, shows that reading instruction for all students must promote the language and literacy skills that ensure the highest achievement in school subjects. Access to the many content areas throughout the grades is made possible when students can listen to the teacher and comprehend the substance of the teacher's classroom presentation. However, the assigned tasks in textbooks must also be read, understood and assimilated. Students' responses to instruction are expected to be oral and/or written. Both language modalities demand a high degree of competence in expressive language.

Teachers at all levels of instruction and in all content areas agree that well-developed skills in speech and in print are necessary for success in school. To comprehend oral and written language, students must be engaged in thinking. This mental activity involves remembering, associating, analyzing, judging, generalizing, and other cognitive processes. Students, then, must receive oral and written language as they speak and write. Supporting all language and literacy activities is thought.

The essential triangle of learning can be represented as follows:



(English-Spanish Connection)
E. Thonis, 1983
Santillana Publishers

Throughout the state of New Mexico, in many schools where English is the only language of instruction or even when transitional bilingual assistance is offered through some special program, the minority student and many of the monolingual English speakers continue to fail in the standard English curriculum because this population has what is known as a surface knowledge of English. These students are generally described by their teachers as fluent English speakers. They are rarely viewed as students in need of an adjusted curriculum or of special language services. Ordinarily, they are thrust into the English materials and activities alongside their native English-speaking classmates. They are what we usually label as the C, D, and E students.

Even more depressing is when these students, who may have "very limited" language skills, are classified as "alingual." These are students who have acquired very high survival or social language skills. However, when many of these students enter the classroom, teachers often cease to actively help to extend and expand the language base and use the social language of the student (low expectation), or they immediately begin to teach content using the school or academic language as if no special language development was necessary.

A sample plan of action for the apparently English-dominant students will be presented in these guidelines. The needs of these students are in many respects like the needs of all students. They need extended opportunities in all dimensions of language. They must improve their literacy skills through appropriate instruction in vocabulary building, reading, writing, and spelling. They are desperately in need of more reasonable access to the content areas in order to raise their achievement levels. These students need a great deal of encouragement for their efforts and aspirations. Their surface control of English may have misled teachers and may have caused an overestimation of their English language competence.

In the early sixties, the prevalent programs offered all LEP students highly structured ESL instruction for from 15 to 20 minutes a day, after which they returned to a "sink or swim" situation in the regular classroom for the rest of the day, with a sprinkling of special programs here and there. But even those programs were given in the "book language."

Today, linguists and reading specialists have gathered enough information to conclude that an ESL continuum or highly structured language teaching program is not always going to assist many C, D and E students in raising their English language competency and achievement test scores. There has to be a high interest and a high level of teacher expectation with total student participation in the learning process.

Most educators now agree that language problems are not the only problems our students have. In fact, the problem may be generated by the system to which the student is subjected when entering the learning environment. The student has acquired language for specific immediate needs. Teachers' responsibilities are to teach students "school or book English" in any and

all subjects that the student is required to take. There is a state of the art; there are teaching methodologies which can help these students achieve, and there are teacher attitudes that can be promoted and learned which will contribute to C, D & E student success. We must give high priority to teaching those students who need improved English language proficiency as well as those who already possess an adequate knowledge of the English language and the content being presented.

Research shows that high interest materials with which students can identify will facilitate reading with comprehension. Based on this, the following should be kept in mind:

1. Students should be motivated by providing some background information that is essential;

2. Teaching students how to learn is essential;

3. Basically, the four reasons for high interest in students wanting to read, write, talk and listen are:

    a. Identification with character (cultural relevance).
    b. Identification with a specific life theme.
    c. Identification with a novelty out of the ordinary.
    d. High activity level with more action in the activity.

Researchers, such as Stephen Krashen, agree that input that is understandable should be interesting to the learner and should consist of "new" information and not something that is already known.

Of critical importance to educators who must plan instructional services for LEP students is the question of time. How long does it take for students to acquire sufficient proficiency in English for them to be able to learn school subjects successfully through English instruction? Research addressing this question has revealed that whereas students develop social context-dependent language skills usually in about two years of exposure to a second

language, the more complex decontextualized linguistic skills needed for academic learning take much longer to develop, from five to seven years on the average, as stated by Cummins.

Cummins states that the reason for this disparity is due to the type of language that is required for social and for academic settings. Social language (BISC) use takes place in a highly contextualized setting, where tone of voice, facial expression, gestures, and the immediacy of what is being talked about all provide a context that aids comprehension. In addition, the language used for social purposes is less complex linguistically, does not necessarily require a large vocabulary, and usually does not have to deal with complicated abstract ideas.

On the other hand, the type of language used for learning in a school setting lacks an immediately observable context. A more abstract level of language proficiency is needed to be able to understand and use the decontextualized language that deals with the ideas and concepts related to academic disciplines. This academic type of language (CALP), which of course has to be learned in school by native speakers of English, also emphasizes literacy skills because much of the information it communicates is presented and dealt with in written form, thus further reducing the amount of available context.

It is obviously essential that LEP students learn not only the content area concepts appropriate to their ages, which at the beginning stages of their English acquisition can most efficiently be accomplisned through their first language, if one has been identified. In addition, they must learn the specific English language skills that are required in the all English classroom. Findings indicate that while there are definitely differences

between CALP and BISC language skills, both kinds are needed by students in the classroom.

The distinction between these two types of language proficiency has important implications for the education of LEP students, especially the C, D, and E students. In language proficiency assessment, for example, care must be taken not to confuse testing results of a student's communicative competence with that student's ability to handle academic tasks in the second language.

Learning through the second language should not be expected but lessons should be taught so that students acquire a proficiency in using decontextualized language in academic tasks. Since this academic language proficiency takes so much longer to develop than the social skills language, students should be acquiring the concepts and basic skills appropriate to their age while they are developing academic language proficiency in English.

Planning an appropriate program of instruction is especially important and yet difficult because the C, D, and E students overtly appear to be English speakers requiring no more assistance. The following outline presents guidelines which will assist to explain this further:

A. Process of Language Learning

B. Goals of English Language Learning

C. English Language Iceberg

D. Second Language Learning Model

In conclusion, students learn more if offered something which relates to their own culture. Cultural capsules will more than likely have to be developed and presented by a creative teacher, since there are few textbooks that for which are basal or content area developed which address this important component.

Three Processes for Language Learning

1. memorization/repetition
   (imitation) (mimicry)

2. structure/expansion
   (modeling)

3. creative/construction
   (expression)

A

B

Goals in Language Teaching

for providing students with the skills necessary for solving problems

expressing

thinking

creating

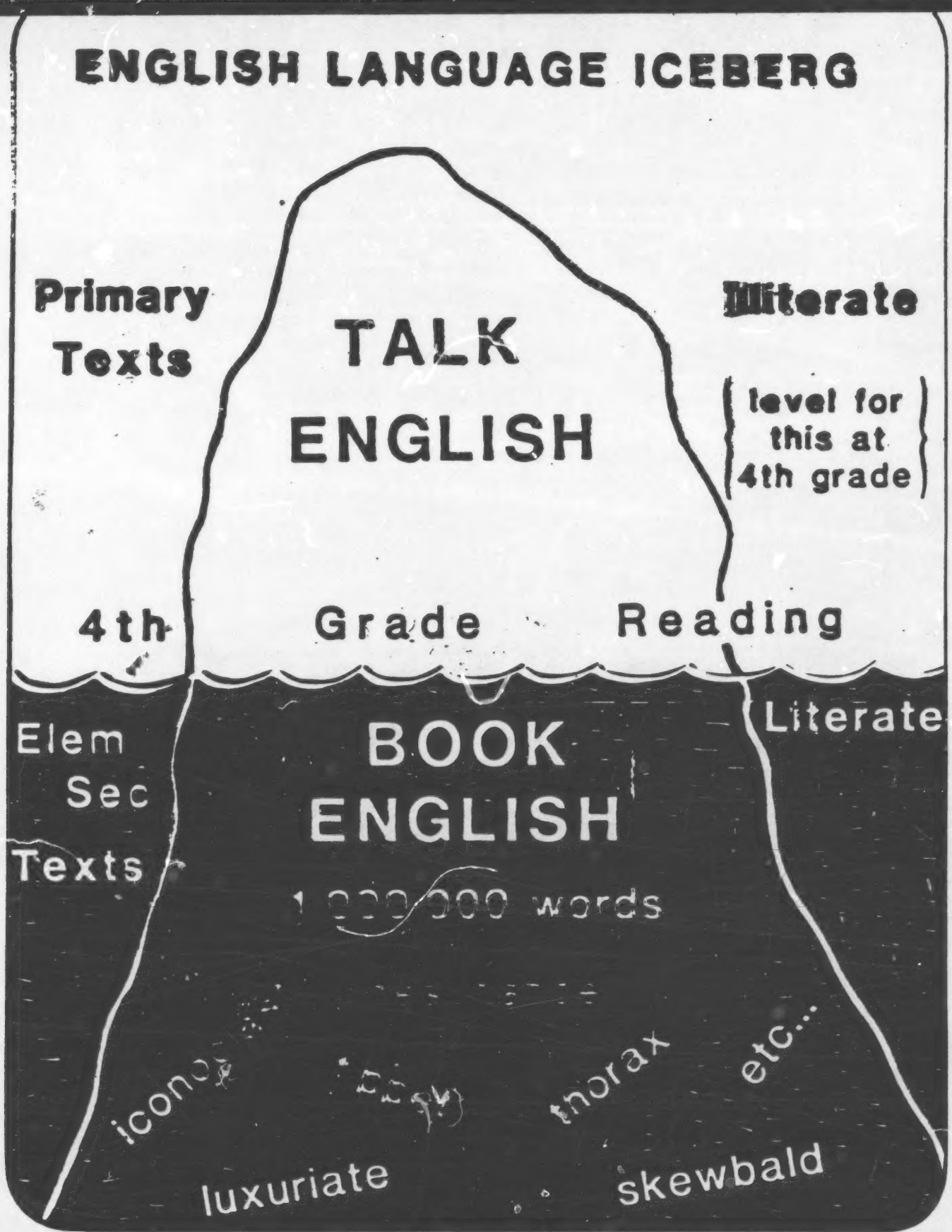
talking

conserving

requesting

persuading

in the total curriculum


ENGLISH LANGUAGE ICEBERG
Primary Texts
TALK ENGLISH
Illiterate
level for this at 4th grade
4th Grade Reading
Elem Sec Texts
BOOK ENGLISH
1 000 000 words
Literate
icono
thorax
etc...
luxuriate
skewbald

D

SECOND LANGUAGE LEARNING MODEL

Acquisition/ Learning Emphasis[1]	Language Proficiency Dimension[2]	Cognitive Domain Taxonomy[3]	Linguistic Process	Internal Language Skills	External Language Skills
Acquisition	Basic Interpersonal Communicative Skills (BICS)	1 Knowledge	Recalling	Discrimination of and response to sounds, words, and unanalyzed chunks in listening. Identification of labels, letters, phrases in reading.	Production of single words and formulas; imitation of models. Handwriting of known elements from dictation.
		2 Comprehension	Recombining	Recognition of and response to new combinations of known words and phrases in listening and oral reading. Internal translation to and from first language.	Emergence of interlanguage/telegraphic speech; code-switching and first-language transfer. Writing from guidelines and recombination dictation.
		3 Application	Communicating	Understanding meaning of what is listened to in informal situations. Emergence of silent reading for basic comprehension.	SOCIAL INTERACTION — Communication of meaning, feelings, and intentions in social and highly contextualized situations. Emergence in expository and creative writing.
THRESHOLD					
Learning	Cognitive/ Academic Language Proficiency (CALP)	4 Analysis	Informing	Acquisition of factual information from listening and reading in decontextualized situations.	Application of factual information acquired to formal, academic speaking and writing activities.
		5 Synthesis	Generalizing	Use of information acquired through reading and listening to find relationships, make inferences, draw conclusions.	Explanation of relationships, inferences, and conclusions through formal speech and writing.
		6 Evaluation	Judging	Evaluation of accuracy, value, and applicability of ideas acquired through reading and listening.	Expression of judgments through speech and writing, use of rhetorical conventions.

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[1]See Stephen Krashen, "The Monitor Model for Second Language Acquisition." In *Second Language Acquisition and Foreign Language Teaching*, edited by Rosario C. Gingras, Arlington, VA: Center for Applied Linguistics, 1978.

[2]See James Cummins, "The Construct of Language Proficiency in Bilingual Education." In *Current Issues in Bilingual Education*, Georgetown University Round Table on Languages and Linguistics 1980, edited by James E. Alatis, Washington, DC: Georgetown University Press, 1980.

[3]See Benjamin S. Bloom and David R. Krathwohl, Taxonomy of Educational Objectives: Handbook I: Cognitive Domain, New York, NY: Longman, 1977.

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The old principles of learning laws can also be applied in working with the C, D, and E students. They have withstood the test of time and are still extremely important:

-moving from the concrete to the abstract
-moving from the known to the unknown
-in classroom experience to out of classroom experience

The procedures on the following pages describe activities to assist in C, D, and E student identification and classification. Questions to be answered regarding these students are:

Who are they?

How can they be identified?

What are their strengths?

What are their needs?

How can their language and literacy skills be improved?

**IDENTIFICATION PROCEDURES

1. Have parent/student fill the Language Survey.
2. Check answers to questions such as:

   A. If an answer of "English" is given, no further identification is necessary. The student's best test scores and teacher observation/reports become very important now. If necessary, a short form of the LAS should be administered. (The short form tests the basic components in which C, D, and E students have difficulty and will give us a language production level.)

   B. If an answer of "Other Language" is given, continue with the next step.

**The LAS (Language Ability Scales) UPDATE, 1984 edition, is being used as an example assessment tool because the author has just received certificated training and finds the UPDATE adequate to test the specific components with which most C, D, and E students have difficulty in and because it is the most widely used instrument in the CABAC service area. Any other instrument may be selected that will assess the skills necessary for the LEP students being tested.

3 Administer the LAS test (takes approximately 10 minutes) (Form A or B)

A. Administer the short form whose components are:

1. Lexicon
2. Comprehension
3. Storytelling (LAS I has 4 stories; LAS II has 2 stories)

B. Administer an informal inventory to D and E students (teacher observation, parent interview, student interview, etc.).

4. Check Standardized Achievement Test Scores

A. If student has no standardized test score, one must be administered.

B. If the score on the standardized achievement test is at or over the 50th percentile in Reading and Language, the student is classified as NON-LEP.

5. Check the grey areas in the LAS, between Level 2 and 3 or between 4 and 5. If still in doubt, administer the observation, student interview, etc.

CRITERIA FOR CLASSIFICATION AS LEP

The student who is classified as LEP displays the following characteristics:

1. The student's ability in English is extremely limited.

2. The student's scores on English LAS is Level 1-2 and for the C, D, and E students, proceed to number 3.

3. The student's scores on Reading and Language subtests of the standardized achievement test are below the 50th percentile.

4. Other informal or formal assessments such as the Boehm Concepts Test, Peabody Picture Vocabulary Test, indicate below average scores.

CHARACTERISTICS OF CATEGORY C LEP STUDENTS

1. The student's scores on the CTBS Reading and Language subtests are below the 50th percentile or 1 standard deviation below the norm.

2. The student's score on the LAS is Level 1, 2 or 3 (C is 3, D is 4, E is 5).

3. The student's score on the LAS is Level 4 and 5 coupled with the first step and:

   A. The student's attendance record indicates a high absence rate.

   B. The student may be in a mainstream English curriculum only.

   C. Factors such as economics, illness or social problems are affecting learning.

4. At Level 3, the LAS states that, in general, the student produces complete sentences often with systematic errors in syntax. Sentences are longer and more coherent than in Level 2. The most salient characteristic of Level 3 is that a more or less complete version of the story is produced, although the sentences, while more coherent than in Level 2, may be awkward, and syntactic errors tend to repeat themselves. Thus, while the student may be able to produce sufficient vocabulary and facts necessary to retell the story, she/he has difficulty in combining the words with the same facility as a proficient speaker. It is also at this level where language mixing is more common.

5. It should be noted that one of the more difficult discriminations to make in scoring the Oral Production in the LAS is between Level 3 and 4 (i.e., limited vs. proficient).

6. The use of the "other language" may be common among students in all levels of language testing. Care should always be taken that this criterion by itself is not used to penalize the student.

CHARACTERISTICS OF CATEGORY D LEP STUDENTS

1 through 3 same as for Category C students.

4. At Level 4, the LAS states that the student now is classified as fluent or proficient in more English than another language. It may also be that the student has a high reception to the other language but does not express him/herself in that language.

5. At Level 4, the student produces a complete version of the story in coherent sentences with native-like fluency. While there may be occasional errors in either syntax or vocabulary, these are errors that are not uncommon among native speakers. There are physical and mental developments that play a strong role here according to the age of the student which we must keep in mind.

6. The main difference between Level 4 and 5 is that the former is often a more limited version in terms of vocabulary and syntactical complexity.

SAMPLE C, D, AND E LAS
ORAL LANGUAGE SAMPLES

5 yrs.

#21a
The red animal he hungry. That is big black bird with food in him mouth. Then animal say "How you?" Then he ask bird he sing? Then the cheese fall way down and the animal he eat it fast then big black bird fly away, away.

6 - 7 yrs.

#33
There was a monster who liked to drink pink lemonade, one day he drank pink ink. He got sick, the devils came to see him. They brought him fruit, flowers and a flute. The monster said "Thank you."

5 yrs.

#41
Once upon a time there was a red fox. He was very hungry. He saw a black crow in a tree. He had a piece of cheese in his mouth. He said to himself, "I wonder how I could get that piece of cheese." He said, "Good morning crow. How are you doing?" The crow didn't answer. The fox said, "I wonder if you can sing as beautiful as you look." The crow began to sing and the cheese dropped out of his mouth. The fox grabbed it and the crow went to look for another piece of cheese.

12+ yrs.

#49
Once upon a time there was a big black crow that was very thirsty. She was flying and when she was about to get to a bridge she saw a pitcher of water. She flew down and when she was there she was very disappointed. All the water was at the bottom of the pitcher. She couldn't reach it with her beak. So she had to think up a plan. Soon she started putting pebbles in the water. Soon the water got to the top and the clever black crow could drink her water.

15+ yrs.

#69
In the land of Ulalee where nobody did nothing or for that matter cared, a group of kids decided to start a rock group. There was a fat kid who played the guitar and a drummer who could hold a note for a week. They worked hard to get a job around town, playing at dances, weddings, birthdays, and with the money they made, they bought a far out van and you knew they'd go. The name of the group - "Pink Chiffon."

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5 yrs.

#31
The monster says one day he was going to get a drink, pink lemonade, then he said he doesn't feel that good. The big monster brought him some green flowers, the little one brings him a flute. The monsters said good-bye silly monster.

8 - 9 yrs.

#35
Once upon a time a monster went in the bathroom and drank some pink ink and got sick. And his friends gave him some green flowers and a golden flute. He felt better but he never drink pink ink again.

8 - 9 yrs.

#45
There was a real thirsty crow and she was flying around and she saw what looked like a pitcher of water. When she got down there she was disappointed because she couldn't reach the water. She said, "I've got to think of a plan. I have a plan." And she dropped pebbles into the water and every time one dropped in, the water got a little bit higher and when she dropped lots of pebbles in she drank the water. She had plenty of water. She went off to see her friends.

12-14 yrs.

#59
There was four guys. They want to make a group, and make some money. Was a fat one, a little girl. They ran away.

15+ yrs.

#62
There was this woman afraid to go out but she went to swim. But when she was to swim in pool, some man in black run crazy woman in red dress. And this woman left right away.

41 - (1-5)
49 - (1-5)
31 - (1-4)
59 - (2-3)
35 - (1-4)
33 - (1-4)
21a - (1-3)
45 - (1-5)
62 - (2-3)

7. Basically, at Level 4, it is still very difficult to assess the learning language student has vs. the social or surface knowledge she/he has acquired.

8. At this level, there is almost no "other language" usage. The student may have a receptive command only.

CHARACTERISTICS OF CATEGORY E LEP STUDENTS

1 through 3 same as for Category C students.

4. At Level 5, the LAS states that the student produces sentences which are coherent, syntactically correct for his/her developmental age, and overall, is an articulate, proficient native speaker.

5. The determination of LAS Levels 4 and 5 (proficient speakers) is based on the criteria of Standard English because of the instructional demands of most classrooms.

6. At this level, there is no other language usage. The student would have to receive his/her "native" language as a second language. According to the age, grade level, etc., the time factor would be weighted against which language to stress.

7. At this level, one must look at other factors which have affected learning or lack of learning, but language development would not be considered as a major factor in the students' problem.

PROGRAM PLACEMENT OF C, D, AND E LEP STUDENTS

Programs are usually prescribed for limited English proficient (LEP) students on the basis of need. Students identified as eligible under the language assessment procedures are often assigned to an appropriate language development program based on their language usage and experience with instruction in English sometimes in a sheltered curriculum.

It is recommended that teachers and all support personnel who will have direct contact with the LEP student in these categories receive extensive re-training in specific activities. These should include methodologies which will enhance their teaching capabilities and alter or change their attitudes from a low-expectation to a high-expectation teaching system,

which will definitely assist the student who needs this extra "push" in the curriculum.

A model staff development program should be developed and tailored to each school unit so that duplication will not take place and teachers will be rewarded for participating in the training activities. The major point to make here is that there would be no change in the state mandated curriculum, but specific methods and techniques would be implemented into the curriculum to assist the LEP students categorized in the C, D, and E levels. This point should be made very clear so that one does not "water down" the curriculum to fit the needs of students. New teaching techniques and activities should be added and attitudes of the teaching personnel may need to be altered to provide equal educational opportunities to all students, be they LEP or not.

SKILLS TO BE DEVELOPED BY C, D, AND E STUDENTS LAS ENGLISH PROFICIENCY

LEVEL 3 Linguistic Proficiencies

LAS English-Proficiency Level 3

1. Verbs: future (will).....____
2. When and how questions.....____
3. Conjunctions: either/or, neither/nor, that, since.....____
4. Verbs: regular past.....____
5. Why questions.....____
6. Contractions.....____
7. Modals (can, do).....____
8. Commands.....____
9. Negatives other than no: (nobody, never, nothing)..____

LEVEL 3 Communicative Competence

LAS Proficiency Level 3 Conceptual/ Purposeful

1. Uses language purposefully, adapting form and content to situation.....____
2. Expresses opinions.....____
3. Expresses reasons for opinions.....____
4. Corrects own language.....____
5. Uses language to clarify, promise, assert, request, command, refuse, interrupt, apologize, give directions..____
6. Opens and closes conversations.....____
7. Produces complete sentences with systematic errors in syntax.....____

8. Can produce sufficient vocabulary and facts necessary to retell a story told to him/her; however, has difficulty in combining the words with the same facility as that of a Level 4 or 5 proficient speaker.....____

9. Reads with help (what he/she understands orally).....____

10. May code switch frequently..____

LAS English-Proficiency Levels 4-5

1. Verbs: irregular past.....____
2. Past tense questions.....____
3. Auxiliaries.....____
4. Passive voice.....____
5. Verbs: conditional.....____
6. Summary of verb forms.....____
7. Verbs: imperfect tense.....____
8. Conjunctions: though, therefore.....____
9. Verbs: subjunctive.....____
10. Lexical development.....____

Indicates specific linguistic items which would be appropriately taught at each LAS proficiency level.

LAS Proficiency Levels 4-5 Creative Generation/Problem Solving

1. Problem solves.....____
2. Anticipates consequences of actions; cause and effect analysis possible.....____
3. Exhibits metalinguistic awareness.....____
4. Generates new rules for and variations of games.....____
5. Plans strategies.....____
6. Hypothesizes variant stories____
7. Thinks critically.....____
8. Talks about thinking.....____
9. Suggests solutions to math and science problems.....____
10. If bilingual, may occasionally mix in a word or phrase from the "other" language.....____

Indicates linguistic behavior commonly observed at each LAS proficiency level.

ELD IN THE BASALS

3 R'S FOR ELD

I. REDUCTION

SIMPLIFY MAIN CONCEPTS OF CONTENT

II. REPETITION

EMPHASIZE VERBALIZATION BY TEACHER WITH TPR

III. REPRODUCTION

USE VARIED VISUAL AIDS TO ELICIT REPRODUCTION

**ELD READING/LANGUAGE ARTS

SIX STEPS IN ELD READING/LANGUAGE ARTS

I. Preparation

II. Initial Reading/Language Arts

III. Recombined Reading/Language Arts

IV. Controlled Text Reading/Language Arts

V. Follow-up

VI. Evaluation

I. PREPARATION

A. Setting - Teacher tells the story using as many visuals and expressions as necessary.

B. New Vocabulary - Should be presented using illustrated flash cards when appropriate, with the printed letter. Aide can assist in this.

C. Teacher and/or Aide can model the sentences, phrases and check for comprehension problems.

II. INITIAL READING/LANGUAGE ARTS

Reading new sentences from basal story which may be printed on sentence strips, again with assistance from the aide.

III. RECOMBINED READING

Student will create new sentences using the vocabulary from Step II.

IV. CONTROLLED TEXT READING

A. Books are distributed and teacher reads while students follow silently.
B. Teacher asks questions to check comprehension.
C. Individual students give oral summary of material read.

**A LONGER PERIOD OF INSTRUCTION IS CONSIDERED NECESSARY for these subjects, because it is in these that language forms the content as well as the medium of instruction.

V. FOLLOW-UP

A. Students retell the story in their own words.
B. Use the Activity Book (Workbook).
C. Other activities from the Teacher's Manual may be used.

VI. EVALUATION

The students are to meet the stated objective(s).

ELD IN THE CONTENT AREAS

SIX STEPS FOR ELD IN THE CONTENT AREAS:

1. Preparation
2. Initial Reading/Concept Presentation
3. Creative Construction/Reproduction
4. Teacher Controlled Reading
5. Follow-up/Enrichment
6. Evaluation

****

1. PREPARATION

A. Objective(s) - purpose of the lesson

B. Vocabulary - words needed for that lesson using as many visuals as possible (picture cards, flash cards, manipulatives, etc.)

C. Drills - Verbal and Auditory

1. Listening
2. Modeling and Repetition
3. Substitutions
4. Transformations

2. INITIAL READING/CONCEPT PRESENTATION (teacher directed)

The teacher reads sentences from appropriate materials, and discusses the concept with the students.

3. CREATIVE RECONSTRUCTION/REPRODUCTION

The students will express ideas using the vocabulary or information from Step 1 and Step 2, either orally or in writing.

4. TEACHER CONTROLLED READING

A. Materials are distributed and teacher reads while students follow silently.

B. Students read material orally, and/or silently.

C. Teacher asks questions and students answer.

5. FOLLOW-UP/ENRICHMENT

The teacher gives varied activities to reinforce the concept that was taught. (Ex: workbooks, activity, masters, games, etc.)

6. EVALUATION

The students are to meet the stated objective(s).

TEN STEPS FOR DESIGNING CONTENT-BASED ELD LESSONS

1. SELECT the content area: math, social studies, science, music, art, physical education, etc.

2. SELECT the concept/focus: addition, maps, insects, songs, soccer, etc.

3. SELECT the language focus: language structure (e.g. imperative, tenses, plurals, yes/no questions, wh-questions, etc.); language function (e.g. requesting, directing, informing, seeking clarification, etc.); language skill (e.g. listening, reading, etc.).

4. DESIGN: a teacher demonstration to develop the concept.

a group activity to develop the concept.

an individual activity to explore the concept.

exercises for listening for each activity.

exercises for speaking for each activity.

exercises for writing for each activity.

exercises for reading for each activity.

SAMPLE ACTIVITIES FOR VARIOUS CONTENT AREAS

MATHEMATICS

Topic: Addition Language Focus: What Questions
Teacher Demo: Use objects to demonstrate addition
Student Group: Work with rulers to add
Student Independent: Solve addition problems on worksheets

SOCIAL STUDIES

Topic: Maps Language Focus: Giving Directions
Teacher Demo: Locate places in city on a map
Student Group: Make a map of neighborhood
Student Independent: Read a map to get to specific places

MUSIC

Topic: The Kazoo Language Focus: Intonation
Teacher Demo: Demonstrate how to play the kazoo
Student Group: Imitate speech, play a song
Student Independent: Make up original tune

PHYSICAL EDUCATION

Topic: Soccer Language Focus: Requesting
Teacher Demo: Show steps for kicking a ball
Student Group: Kick ball to each other
Student Independent: Observe soccer games and play

BIOLOGY

Topic: Insects Language Focus: Present Progressive
Teacher Demo: Show pictures and samples of insects
Student Group: Collect insects and observe in jars
Student Independent: Keep a record of insects observed outside

OTHER

WORKSHEET FOR DEVELOPING CONTENT AREA-BASED ESL LESSONS

CONTENT AREA:

TOPIC:

LANGUAGE FOCUS:

TEACHER DEMONSTRATION:

WHAT TO USE:

WHAT TO DO:

WORDS TO STUDY:

LISTENING AND SPEAKING EXERCISES:

READING AND WRITING EXERCISES:

STUDENT GROUP ACTIVITY:

WHAT TO USE:

WHAT TO DO:

WORDS TO STUDY:

LISTENING AND SPEAKING EXERCISES:

READING AND WRITING EXERCISES:

STUDENT INDEPENDENT ACTIVITY:

WHAT TO USE:

WHAT TO DO:

WORDS TO STUDY:

LISTENING AND SPEAKING EXERCISES:

READING AND WRITING EXERCISES:

SAMPLE LESSON

Grade: One
Content Area: Math
Textbook : Holt - pp.114-124
Workbook: pp. 199-200
Visuals: small clocks for students, large clock for teacher

1. Preparation

A. Objective(s)

The student will tell time to the hour.

B. Vocabulary - use as many visuals as possible.

time	clock	short	face
o'clock	hour	long	hand

C. Drills

1. Repetition Drill - The teacher models and the student repeats.

Teacher	Student
Hereis the face of the clock.	Here is the face of the clock.
What time is it?	What time is it?
Move the hands on the clock.	Move the hands on the clock.
Move the long and short hand.	Move the long and short hand.
We will tell time by the hour.	We will tell time by the hour.

2. Substitution Drill - The teacher models and students repeat Then the teacher gives a word that the student will substitute in original sentences..

Teacher	Student
It is 1 o'clock.	It is 1 o'clock.
2 o'clock.	It is 2 o'clock.

Repeat this 1-12 o'clock. The teacher may model the large clock during this drill.

II. Initial Reading/Concept Presentation
(teacher-directed)

A. The teacher should explain that the hands are not the same length and that they move at different speeds. When the long hand stays on 12 and the short on number, it is that time, i.e. 4 on short is 4 o'clock. State that for one hour we say o'clock.

B. On flash cards teacher will have written '1 o'clock', '2 o'clock', etc. up to '12 o'clock.' Hold up the cards and have students say, "It is 1 o'clock. They will say this again substituting time on flash card. Repeat this and have individuals place clock hands given the time on the flash card.

III Creative Reconstruction/Reproduction

Have individuals come up to the big clock and choose their own time by moving hands on the clock, i.e. put 4 o'clock and then say, "It is 4 o'clock." Do this with weaker students or all if time permits.

IV Teacher Controlled Reading

The teacher writes the times 6:00, 8:00, 10:00, 12:00 on the board. The teacher will ask the students to set the time on their small clocks. She will then ask, "What time is it?" The class will answer, "It is 6 o'clock."
Continue with the remainder of the times.

V. Follow-up Enrichment

Have time on language card for students to listen to on language master.

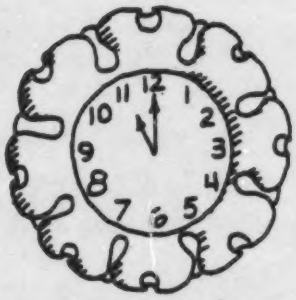
VI Evaluation

Give test with the following sheet. Have students put in time.

NAME :

DATE:

____o'clock



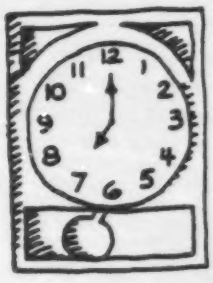
____o'clock

____o'clock

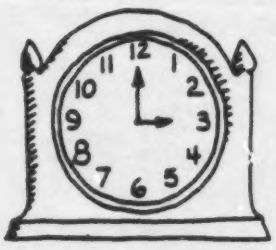
____o'clock

____o'clock

____o'clock



____o'clock



____o'clock

____o'clock

THERMOMETERS

Objective: The student will identify the unit used for measuring temperature.
The student will identify the Fahrenheit and Celsius temperature scales.
The student will use a thermometer to measure temperature.

Vocabulary:

thermometer	scale	Fahrenheit
heat	degree	Celsius
expansion		

Visual aids: thermometers (dual scale)
beaker of ice
burner and ring stand for supporting the beaker of ice
transparencies of thermometer scales and a transparency of a thermometer with no temperature readings and a strip of red transparency film to use as the alcohol in a thermometer.

Demonstrations and activities:

1. Review vocabulary from the previous lessons on heat. (The teacher might ask questions using the vocabulary terms and introduce the lesson a the same time)

   a. Teacher holding up a thermometer might ask?

      "What is this?" "What is it used for?" "What is temperature?"

   b. Pass out thermometers for students to use and examine as you direct. Use an overhead transparency and review the parts of a thermometer. The teacher might ask:

      "What do we call all of these little lines? (as she points to the scale on the transparency. Students will answer scale.)

      "What scales are on your thermometers?" (Fahrenheit/Celsius)

      "How do you know which scale is Celsius?" (Has a little C.)

      "How much does each line on your Celsius scale represent?" (1 or 2)

      "What is the unit for measuring temperature?" (degrees)

      "What symbol do we use to write degrees?" (°)

   The teacher might repeat the above questions or similar questions several times calling on as many different students as possible.

2. Practice reading the thermometer scales with the students using an overhead transparency. (There are some transparencies included).

   a. The teacher might first model by reading a temperature scale for the students. Example:

      "Let's see how to read this temperature scale. Here is the 20° mark

and the 30° mark. There are 5 smaller lines between the 20 and the 30. Each line must be 2°. Let's see. This is 20°C, 22°C, 24°C, 26°C, 28°C, and 30°C. This thermometer reads 26°C."

(The teacher should also model reading a negative scale)

"Let's read this one. Here is the 0 and here is the -5. The negative numbers get smaller as we go to zero, so this must be -5, -4, -3, -2, -1, zero degrees."

b. Oral Practice. Let as many students as possible read the transparency. If you use the transparency master included, you might thermofax the master on clear film and use a strip of red write on transparency film to slide up and down the temperature scale to obtain different readings.

Between temperature readings, you might wish to relate the moving of the thermometer liquid to expansion and contraction. This would give you an opportunity to review expansion as an increase in volume caused by heat and contraction as a decrease in volume caused by the removal of heat (cooling).

c. Individual student practice. Have students read the temperature scales and complete the questions on the worksheet included. As students practice silently at their seats, you will have an opportunity to make individual checks for understanding and for students who need additional help.

3. Using the thermometers, a lab activity. Have students use their thermometers to measure the freezing point of water, room temperature, body temperature and the boiling point of water on both the Fahrenheit and the Celsius temperature scales.

(I would suggest that you fit each thermometer with a rubber stopper and a clamp before class time. Have the ringstands already set up with either alcohol lamps or burners. This will save time and enable you to flow directly into the lab activity as students complete the written practice and worksheet.)

a. freezing point of water (ice)

Have students hang or hold their thermometers against the ice. Remind the students to measure the temperature of the ice and not the cold water.

b. room temperature

Have students hold their thermometer by the stopper or at the top. They usually find in somewhat interesting to watch the mercury or alcohol climb. You can use this opportunity to light the burners and place the beakers of ice on the ring stands to melt and come to a boil. As you circulate through the room lighting burners and setting up beakers of ice, you might

wish to discuss and review expansion and contraction as being the principle which explains how a thermometer works. You might even wish to discuss why it is not necessary to shake down a chemical thermometer and why you should not touch the bulb with your fingers. This will lead you directly to the next temperature reading--body temperature. You might attempt to get someone in the class to suggest a method of measuring the body temperature without putting the thermometers in the mouth.

c. body temperature

Have students place the thermometers under thier arm pits, or behind the elbow (arm joint), or in the fold of the neck, etc.

d. boiling point of water (Hopefully, the ice has melted and the water is about to boil)

Have students hang their thermometers into the beaker of water by tighting the clamp around the rubber stoppers you put on the thermometers.

****Most lab groups are made up of three or four students, you should try to encourage the students to share the work in the lab activity so everyone will have an opportunity to handle the thermometers and make temperature measurements.****

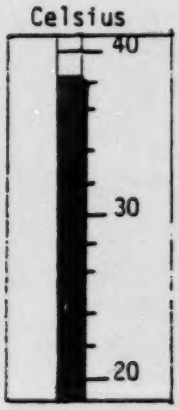
3. Evaluation. Let students solve the crossword puzzle included.

Name_____ Date_____ Period_____

THERMOMETERS

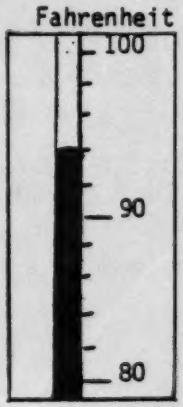
1. A thermometer is an instrument that is used to measure t_____.
2. The lines and numbers on a thermometer is the temperature s_____.
3. The scale on my thermometer is named C_____ and F_____.
4. The Celsius scale is part of the m_____ system and the Fahrenheit scale is part of the E_____ system of measurement.
5. Each line on my thermometer represents _____.
6. The unit of temperature on a thermometer is called a d_____.

READ EACH OF THE FOLLOWING THERMOMETER SCALES.

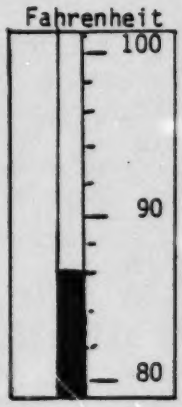


7._____

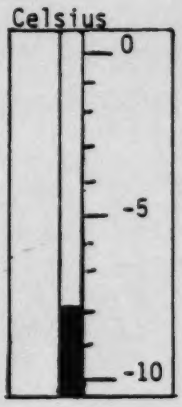
8._____



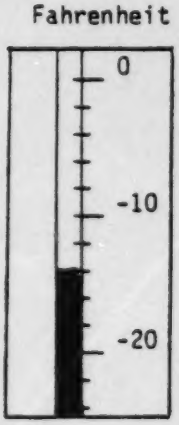
9._____



10._____



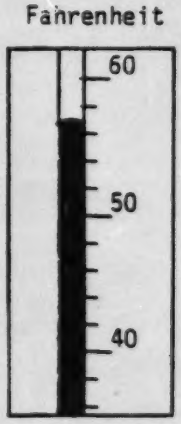
11._____



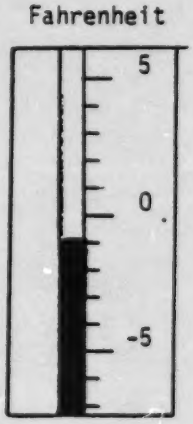
12._____

13._____

14._____



15._____



16._____

USE YOUR THERMOMETER TO MEASURE EACH OF THE FOLLOWING TEMPERATURES.

17. freezing point of water (ice) _____

18. room temperature _____

19. body temperature _____

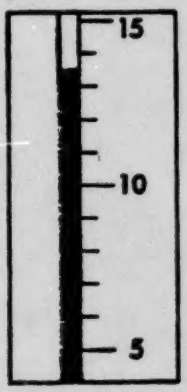
20. boiling point of water _____

Name _____ Date _____ Period _____

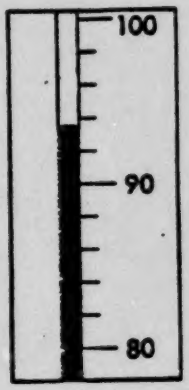
Student Practice Worksheet

Give the temperature for each of the Celsius thermometer segments below. Remember: read to the nearest degree, not to the nearest line and that each division represents 2°.

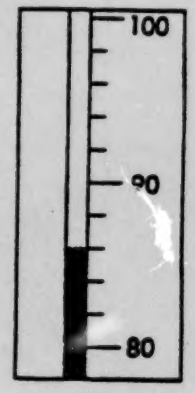
a. _____



b. _____



c. _____

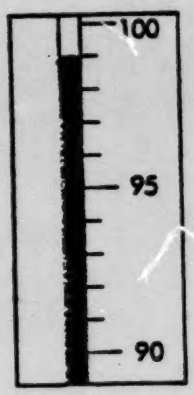


d. _____

e. _____

f. _____

g. _____



h. _____

i. _____

j. _____

ACTIVITY 2: STUDENT GROUP ACTIVITY

Students change the energy of motion into heat energy.

What to Use:

For a group of four students:

a piece of board about 12 in. long
several pieces of coarse sandpaper
a thermometer
4 paper clips

What to Do:

1. Touch the palms of his hands to his face to see how hot or cold they are.
2. Rub the palms of his hands rapidly back and forth over one another about fifteen times.

3. Touch his face with the palms of his hands.
4. Pull the paper clip apart.

5. Bend the paper clip back and forth a few times. Do it as fast as possible.
6. Touch it to his lips. Feel how warm it is.
7. Bend it a few more times and check its temperature with his again.
8. Use the thermometer to read the temperature of the room. It is also the temperature of the piece of wood.
9. Rub the sandpaper across the board about ten times.
10. Take the temperature of the surface of the wood by placing the bulb of the thermometer on the wood and holding it there for about one minute. Record it.
11. Rub the board again with sandpaper about fifteen times. Press hard and rub fast. Take the temperature and record it.

Words to Study:

coarse	bend
sandpaper	board
paperclips	rub
palm of hand	press
rapidly	motion

What to Discuss: (Exercises for Listening and Speaking)

The student should:

1. Discuss with other members of the group what each person observed. Note any differences in recorded temperatures and suggest possibilities why there were differences.

2. Describe to another student how to use a thermometer. Answer any questions he has. Decide what the temperature in the room is in Celsius and Fahrenheit.

3. Describe to classmates (using adverbs such as: fast, slowly, rapidly, smoothly, carefully) how to: bend the paperclip, rub the sandpaper, read the temperature.

4. Describe to classmates what happened when the paperclip was moved: 1) using the first person and simple past tense. (When I bent the paperclip...); 2) using the passive. (When the paperclip was bent...).

5. Discuss the answer to these and other questions: What makes the paperclip warm? What makes the wood warm? Does energy of motion change into heat? Can you think of other things that get warm from motion? What happens when something is rubbed harder or faster? Do some things get warmer than others?

What to Record: (Exercises for Reading and Writing)

The student should:

1. Make a chart to describe the changes in temperature which take place in the 3 parts of this activity. Use adjectives such as: cold, cool, warm. Record the actual temperatures before and after motion.

RECORD CHART: TEMPERATURE CHANGES

	Temperature Before Motion	Temperature After Motion
Hands		
Paperclip		
Wood		

What to Record:

2. Compare his results with others in his group and give 3 examples, in writing, of how energy of motion changed into heat in this activity. Write down other examples of when energy of motion changes to heat energy.

3. Look up the words energy, degree, temperature in the dictionary. Discuss the meaning with classmates and write down the definition. Write at least 2 sentences using each word.

4. Write the answers to the discussion questions after discussing them with his group.

ACTIVITY 3: STUDENT INDEPENDENT ACTIVITY

A student selects pictures of hot and cold objects and pictures of energy changes.

What to Use:

newspapers
magazines
scissors
paste
marker
poster paper or large sheets of newsprint

What to Do:

1. Find pictures of things that are hot and things that are cold.

2. Cut the pictures from the newspapers and magazines.

3. Label the poster HOT and COLD.

4. Paste the pictures under the right label.

5. Find pictures showing energy changes:

   energy of motion to heat
   light energy to heat
   heat energy to light energy
   heat energy to energy of motion

6. Label the poster ENERGY CHANGES.

7. Paste the pictures on the poster.

What to Study:

The student should:

1. Describe how things shown in the pictures became cold or hot, using the past passive when possible, (e.g. The ice cube was frozen in the freezer).

2. Look up the meaning of the following words in a dictionary and be able to give the part of speech and a short definition for each: to heat, the heat, to light, the light, to move, the motion.

3. Describe 2 different pictures on his poster to classmates without showing them and have them guess what kind of energy change is taking place.

4. Read an article in the newspaper or magazine where the pictures were found. Tell the teacher what the story was about.

5. Answer the questions: What can we use to heat things: How do things become cold: What are ways to tell how hot things are? What are ways energy changes? Give an example of a change of: heat energy to light energy, energy of motion to heat. What kinds of energy changes do you think you see most often during the day?

What to Record:

The student should:

1. Label the hot and cold things shown in the pictures on the poster.

2. Describe in writing what is happening in each of the pictures showing energy changes, using the present progressive tense (e.g. The popcorn is popping.).

3. Make a chart and list the names of the things in the picture according to how hot they are:

COLD	COOL	WARM	HOT

Write sentences using comparatives describing which things are colder and which are warmer.(e.g. Ice is colder than water.).

4. Write a short story about one of the pictures that was cut out.

5. Write the answers to the study questions.

CONCLUSION

This guide may be used by school districts to develop their own manuals based on locally relevant needs in English Language Development. Included in this manual could be information adapted from this guide and plans for staff development based on the district's unique needs.

It is recommended that training plans be developed after a needs assessment is completed in each district. Records should be maintained by the districts and by each teacher to insure that a carefully planned course of inservice studies is provided, to avoid duplication of courses, and to plan for new course and workshop offerings. A comprehensive staff development program should be provided every year. Inservice sessions should be designed to meet the wide variety of needs of teachers implementing programs for LEP students. The staff development program may be divided into five major strands:

A. Basic training for new teachers
B. Professional growth for experienced teachers
C. Professional growth for other instructional staff members
D. Informational growth for administrators
E. Master teacher concept development to serve as district teacher trainers.

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May 18, 1984

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